

Early Years Prospectus



Handbook for Parents 2020/21

Caversham Heights Pre-school's Early Years Prospectus for Parents

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Welcome to Caversham Heights Pre-school and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Caversham Heights pre-school, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on you for your support and commitment.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- ***A Unique Child***

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- ***Positive Relationships***

Children learn to be strong and independent through positive relationships.

- ***Enabling Environments***

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

- ***Learning and Development***

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- *Prime Areas*
 - Personal, social and emotional development.
 - Physical development.
 - Communication and language.

- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

We support the children to make friendships with other people, both children and adults and to have confidence in themselves by valuing their achievements. We keep the pre-school rules simple and discuss them with the children during group time. The staff are excellent role models and treat the children in a caring and fair manner.

Physical development

- moving and handling; and
- health and self-care.

We do this by using a wide range of PE equipment and tools during structured music, movement and PE sessions and through providing a range of tools for children to use and explore. We encourage parents to provide healthy snacks and a healthy lunch.

Communication and language

- listening and attention;
- understanding; and
- speaking.

We provide a language rich environment, have daily story times, undertake listening and language games and activities, encourage conversations through role play and imaginative play using a wide range of equipment including puppets. We provide a lending library.

Literacy

- reading; and
- writing.

We have a large library of fiction and nonfiction books, story bags, phonics games and activities. We provide a drawing / mark making table, painting easel and a range of mark making tools to use both inside and outside. Children can borrow books from our lending library, and we loan out our mark making busy bags. The children are introduced to phonics through songs and rhymes and group time activities.

Mathematics

- numbers; and
- shape, space and measure.

We do this using a wide range of maths equipment, games, during role play, and during practical activities, both inside and outside.

Understanding the world

- people and communities;
- the world; and
- technology.

The children have the opportunity to explore and experiment with a wide range of materials. We provide a computer, iPad, and a range of programmable toys such as Bee Bots. We celebrate the different religious festivals and cultural celebrations of the children that attend pre-school such as, Diwali, Chinese New Year, Eid, Harvest time, Christmas and Easter. There are planters in the garden area where we grow vegetables and plant flowers and herbs.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

We provide a wide range of resources and activities at every session such as music and movement sessions. We have construction toys, role play and small world play equipment. Craft materials are kept in a cupboard that the children can access, and the painting easel is always available.

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement; Tapestry Learning Journey

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

Focus Children

Each week we select the Focus Children for the following week. Your child will be focus child once per term. Once your child has been selected you will be given a parent consultation sheet to take home. We would like you to fill in the sheet in as much detail as possible about your child's needs, activities, interests and achievements and to take some photos over the weekend. The consultation sheet is returned after the weekend and the photos are uploaded onto Tapestry.

These sheets are stored in your child's Learning Journal and the photos are used to prompt your child to talk about events e.g. visiting relatives, family events, new pets etc.

During the focus week staff observe and interact with your child in their pursuits – looking for “teachable moments” in which they can make a difference. These interactions with the focus children are recorded on the Tapestry Learning Journey.

In the week following your child's focus week, we invite you in for a discussion about the week and all that we have learnt about your child. Together we agree on possible areas for focus in future and how we can support your child with these.

Language Development

Don't worry if your child is not speaking English as they will usually pick it up quickly at pre-school. You only need to be concerned if they are not using any language confidently.

It is important that your child is given a good model of language as it will support your child's overall learning of how to use language e.g. for conversation, choice, etc.

Always talk to your child in your own language. Even when they are too little to understand, talk to them about what you are doing when you are cooking, bathing, shopping, etc.

Try to find books written in your own language for your child. If there aren't any, just talk to your child about the pictures.

Tell your child stories in your own language. Encourage your child to join in with the story telling. Teach your child nursery rhymes and songs in your own language. Make your child feel proud of your language.

If there are two parents that are confident in two different languages, then it is a good idea for each parent to use a different language with the child, e.g. Mum talks to her child in Urdu and Dad uses English. Make sure that your child knows the names of the different languages he speaks and check that they know which language has which name.

If your child uses English words it is helpful to repeat what they have said back to them using their own language.

Any language used by your child is important.

It is also important for English to be developed over the Early Years Foundation Stage and for children to have a good standard of English by the end of the reception year so they are ready for the new opportunities available to them in Year 1. Staff are required to assess a child's communication, language and literacy skills in English.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

| Name | Job Title | Qualifications and Experience |
|-------------------|--|--|
| Katharine Yarwood | Pre-school Supervisor From April 2015 Safeguarding Children Officer | Joined September 2007 Early Years Professional Status Qualification Sept 07 Safeguarding Children Officer as of September 2013 Secondary school teacher. BEd Food and Textile Technology. Ofsted Registered Childminder Pre-school committee member and voluntary helper Paediatric first aid Universal Safeguarding Safeguarding trainer |
| Hazel Lambert | Pre-school Assistant Supervisor Key person Blue Group SENCo Safeguarding Children Officer | Joined July 2011 Level 3 qualification Safeguarding Paediatric First Aid SENCo Training |
| Helen Chewter | Key person Red Group | Joined February 2016 Currently working on Level 3 qualification Safeguarding Paediatric First Aid |
| Nadine Wicks | Key person Green Group | Joined February 2018 Teaching Assistant qualification level 3 (Experience of working with EYFS) |

| | | |
|------------------|--|---|
| | | Currently working on Level 3 EY qualification Safeguarding Paediatric First Aid |
| Nuria Moya | Key person Yellow Group | Joined September 2018 Level 2 Qualification Paediatric First Aid Safeguarding |
| Diane Richardson | Pre-school Assistant Pre-school 2 nd Assistant Supervisor | Joined September 2008 Level 3 Qualification Paediatric First Aid Safeguarding |
| Alice Dorsett | Pre-school Assistant | Joined April 2018 Paediatric First Aid Safeguarding |
| Jenny Sibley | Supply cover | Joined September 2000 Recognised Level 3 qualification Previously worked as assistant supervisor |

| | |
|---|---|
| We are open for | 38 weeks each year Term time only |
| We are closed on | Mondays |
| We are open for | 4 days a week |
| The times we are open are | 9.15 – 12.15 or 2.15 Tuesday 9.15 – 1.15 or 2.15 Wednesday 9.15 – 12.15 or 2.15 Thursday 9.15 – 12.15 Friday |
| We provide care and education for children aged | 2 ½ to 5 years |

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

See website for policy on Parental Involvement <http://www.cavershamheightspreschool.org/wp-content/uploads/2019/07/10.1-Parental-Involvement.pdf>

The parents' rota

Our setting has a dated rota, which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

We ask parents (or other relative/carer) to help at two pre-school sessions per half term. The parent rota is available on the pre-school website in a password protected area and it is up to the parents to choose which days they sign up for. Parents can sign up on the website once their pre-school website account is set up.

We do not expect you to help:

- During your child's first few weeks at pre-school. This is to allow your child to get used to being apart from you.
- When you have a new baby, until after the baby has had its first set of inoculations (usually 8 weeks after the birth).

Younger siblings

If you have a younger child who will accompany you whilst you help at pre-school, please add an asterisk to your name on the rota and try to sign up with someone who does not have an asterisk next to their name. We

would ask that you keep a watchful eye on your younger child, as the staff cannot be responsible for them. Children and babies are not allowed in the kitchen at any time for their own safety.

Parent helpers who bring a sibling into pre-school must note that only children below pre-school age may be brought into pre-school and the sibling remains the sole responsibility of their parent at all times and must not be left unattended.

Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the piano for the children, show the children how to use chopsticks, to talk about their religious festival, and to run a PE session.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

See website for policy on The role of the Key Person

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/4.1-The-role-of-the-key-person-and-settling-in.pdf>

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children.

The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Session Timetable

| | Tuesday | Wednesday | Thursday | Friday |
|-------|--------------------------|--|---------------------|--------------------------|
| 9.15 | Registration | | | |
| 9.30 | Doors closed | Free play Home corner, painting, playdough, construction, trains, cars, animals, people, library, puppets, games, puzzles, drawing/mark making, sand, bikes, role-play clothes, investigation, bug hotel, large wooden blocks, outdoor play. | | |
| 10.00 | Free flow snack starts | | | |
| 10.45 | Snack finishes | | | |
| 11.30 | Tidy up time in the hall | | | |
| 11.40 | Group time | Phonics/sticky kids | Phonics/sticky kids | Group time |
| 11.55 | Songs and rhymes | | | Story time/ music makers |
| 12.00 | Wash hands/Lunch time | | | |
| 12.15 | Home time | | Home time | Home time |
| 12.30 | Free play | | | |
| 1.40 | Tidy up | | | |
| 1.45 | Story time/PE session | | | |
| 2.15 | Home time | | | |

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. Please tell us about your child's dietary needs and we will plan accordingly. We provide milk or water to drink at snack time and ask parents to provide a bottle of water for their child to drink during the session. The children bring in a healthy snack from home such as fruit, vegetables, a small sandwich, bread sticks or rice cakes. Children staying for the afternoon session will need a packed lunch. As part of the children's learning to be healthy we request that no sweets, chocolate, crisps and sweet drinks are provided in their lunch boxes.

It is essential that the group's policy of no nuts or nut products is adhered to. Please see the Food and Drink policy listed below.

Please clearly name your child's lunch box and any drink or separate food containers within the box. Food such as grapes, tomatoes and sausages should be cut in small length wise pieces, to avoid them being a choking hazard. It has been found that uncut food or food cut across can form a plug in a child's throat and stop them breathing.

See website for policy on **Food and Drink**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/6.5-Food-and-drink.pdf>

Clothing

Coats, shoes and pre-school tops should be labelled with your child's name.

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Checklist of things to bring to pre-school

- A spare set of clothes and underwear in a bag, left on child's peg.
- If they are wearing wellies, a change of footwear.
- Sunhat if the weather is hot.
- Coat for cold or wet days
- A water bottle that is named.
- A healthy snack. Milk will be provided.
- Lunch box with a cool pack to keep food at a safe temperature. Please label all containers within lunch bag/box with child's name

Please label everything with the child's name.

Arriving at pre-school

Please arrive promptly. The doors are shut at 9.30 and the children are allowed into the hall. While parents/carers are delivering children to pre-school any additional children accompanying the adults are solely their responsibility and must always remain with their parent/carer. Please help your child find their coat peg. The position of this will change from day to day.

Register your child's presence at pre-school

1. Enter time of arrival against your child's name in the register.
2. Help your child find their drink label and stick it to the rainbow board.
3. If someone else is collecting your child e.g. they are going to play with a friend, put a message in the message book, in order that we are aware.
4. When collecting please sign your child out and register the time.
5. If you need to send someone else to collect your child, please notify pre-school and if they are not well known to us provide them with your password. **Never send a person who is a stranger to collect your child as we will not allow a child to leave the premises with an adult who has not been identified to us by the parent.**
6. Please collect on time as children can get very upset and worried especially if they are last to be collected. Let us know if you have been unavoidably detained.

See policy **Uncollected Child Procedure** on website.

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/1.4-Uncollected-child.pdf>

Policies

Our staff can explain our policies and procedures to you. Copies of which are available in the Care and Operational Plan, The Parent Handbook and the Website www.cavershamheightspreschool.org.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

See website for **Safeguarding children and young people policy**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/10/1.2-Safeguarding-Children-and-Young-People-Policy.pdf>

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Hazel Lambert

See website for **Supporting Children with Special Educational Needs policy**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/07/9.2-Supporting-children-with-special-educational-needs-policy.pdf>

The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is enclosed with this prospectus, or is available from Katharine Yarwood or Bhamini Markella.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.

You and your child will be invited to attend a New Starter's session exclusively for children who are starting with us during the term. This session will allow your child to acclimatise a little.

When your child first starts pre-school, we welcome you to stay as long as you wish. You may attend sessions with your child until you feel your child is settled at pre-school.

While it is our policy that children leave toys safely at home, favourite cuddlies are one exception we make. They can be a great comfort when first starting pre-school. If your child has a cuddly, please let your child's Key Person know what it is.

Behaviour

Aims

To promote acceptable behaviour and respect for others.

In agreeing to a place at Caversham Heights Pre-School you agree to abide by our behaviour policy.

Expectations of Children and Staff

Children are expected to show care and consideration for themselves, the other children and adults within the group. Children are expected to treat the groups' equipment and premises with care. The group works to reinforce good behaviour rather than give attention for undesirable behaviour. Parents/Carers are expected to support the staff in this.

We actively discourage the following behaviours.

Please discuss with your child and actively discourage the following behaviour

1. We do not push or hit others as this will hurt and upset them.
2. We do not throw toys as this can cause hurt and damage.
3. We do not stand on furniture, cushion seating in back room, window sills or play with the curtains. This is both dangerous and can cause damage to furniture.
4. We do not run inside to avoid bumping into others and furniture.
5. We do not use toys as weapons against others at pre-school and to help children with this they do not bring toy weapons to pre-school.

We actively encourage and praise the following behaviours

Please discuss and encourage the following behaviour from your child:

1. Sharing.
2. Being kind and considerate to others.
3. Being polite and using the words 'please' and 'thank you'.

4. Taking care of toys and equipment.
5. Helping others including tidying up.
6. Listening to stories.
7. Following instructions to take part in an activity.

See website for policy on **Promoting positive behaviour**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/03/7.1-Promoting-positive-behaviour.pdf>

Health and Safety

Accidents at pre-school

A first Aid box is provided on top of the piano in the main hall.

In case of an accident, you or your alternative contact will be notified as soon as possible. An accident record is kept and you will be asked to sign a statement of what happened in all cases, even minor accidents.

The pre-school Committee and staff cannot take liability for medical treatment beyond that covered by the pre-school's insurance.

See website for policy on **Health and Safety General Standards**

http://www.cavershamheightspreschool.org/wp-content/uploads/2019/03/8_8_Health_and_Safety_Risk_Assessment_Template_Updated_October_2013.pdf

and Recording and reporting of accidents

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/6.3-Recording-and-reporting-of-accidents-and-incidents.pdf>

Accidents at home

If your child receives any bruises or injuries since they last attended a pre-school session, we are required to ask you to complete a *Home Accident/Incident Report form*. This should be completed by the parent or guardian when arriving at pre-school. It is particularly important to report any bumps to the head.

Fire

Please read the fire drill notice on the wall in the main hall.

Emergency Evacuation Process

In the unlikely event of the pre-school needing to be evacuated due to an incident or fire, we have an arrangement with St Andrews pre-school. The children would be walked to St Andrews and then all parents will be notified by way of a telephone cascade system. **St Andrews Pre-School, St Andrews Church Hall, Albert Road, Caversham.**

See Website for policy on **Fire Safety and Emergency Evacuation**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/03/8.5-Fire-safety-and-emergency-evacuation.pdf>

Child Safety

We have the following rules to ensure the safety of our children:

- Children and babies are not allowed in the kitchen, except for medical attention.
- No smoking is allowed on the premises.
- Doors must be closed behind you so that the building remains secure.
- Only cold drinks may be consumed near the children (hot drinks stay in the kitchen).
- Only staff should:
 - Take children to the lavatory
 - Help with children's coats
 - Administer First Aid

Toilet training

It is expected that children will be toilet trained before starting pre-school. If this is not the case, please ensure you talk to your Key Person or the Supervisor on your child's induction day so we can plan appropriate support for your child.

See website for policy **Nappy Changing**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/6.4-Nappy-changing.pdf>

Protecting Children from the sun

On hot days you may wish to take the following precautions:

- Apply sunscreen to your child before pre-school. Our policy is not to apply sunscreen, even if parents supply it themselves.
- In accordance with Health and Safety regulations all children are advised to wear a sunhat. Please provide your child with a sunhat (labelled with child's name).

Illness and Infection

When to keep your child at home

We need to minimise infection risk for the children and we ask you therefore to please keep your child at home if they:

- Are unwell during the night and have been given Calpol, or other such medication to control their temperature.
- Have been sick or had an upset stomach during the past 48 hours.
- Have started a course of antibiotics within the past five days.

Please inform pre-school if your child will be absent from pre-school.

If your child has a medical condition that makes them especially vulnerable to infections, please make pre-school aware of this, so that we can inform you of any current infections throughout the time your child attends our pre-school.

See website for policy on **Managing children who are sick, infectious, or with allergies**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/6.2-Managing-children-who-are-sick-infectious-or-with-allergies.pdf>

Notifying pre-school of Infectious Diseases.

See Website for **Health Protection Exclusion table**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/07/Health-protection-exclusion-table.pdf>

The table gives guidelines for illnesses and how long children should be kept at home. Please inform the Supervisor if your child becomes unwell with any of these illnesses.

Administration of Prescribed Medicine

It is our policy that medication will only be given to a child during pre-school sessions in exceptional circumstances and only following the completion and acceptance of all documentation (available from website or from supervisor)

http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/6_8_Individual_Health_Plan_August_2014.pdf

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/Medication-Form.pdf>

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/Permission-for-the-administration-of-medication.pdf>

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/Permission-Form-Epipen.pdf>

See Website for policy on **Administering Medicines**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/02/6.1-Administering-medicines.pdf>

Exceptions

The exceptions to this rule are emergency administration of:

- Prescribed medicine for asthma.
- Adrenaline for severe allergic reactions.
- Medication for diabetes.

Parents must understand that there are very specific guidelines to be followed should their child require medication during pre-school and that all of these must be followed before any staff can administer medication.

Please contact the Supervisor before your child is due to start.

Staff are not required to administer medication; they undertake training to do so voluntarily.

Complaints

Complaints Policy

Caversham Heights Pre-School exists for the benefit of the local children and their families. We welcome comments and suggestions on how to improve our group.

We believe that should any complaint arise it is made constructively and can be sorted out by discussion at an early stage. We also believe that it is in the best interests of the pre-school and parents that complaints should be taken seriously, dealt with fairly and in a way that respects confidentiality. Any comments about pre-school should be directed initially to either the Committee Chair or the Supervisor.

Parents, Staff and Committee Members are discouraged from discussing grievances amongst themselves as this often leads to an escalation of a problem that could have been sorted quickly and easily had the correct procedure been followed.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our supervisor first of all.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- When the investigation into the complaint is completed, our supervisor meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our supervisor and the chair. The parent may have a friend or partner present if they prefer and our supervisor should have the support of the management team.

Stage 4

- If, at the stage three meeting, the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to

both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, our supervisor and chair is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone or in writing at:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

Tel: 0300 123 1231

See website for our policy on **Making a complaint**

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/07/10.8-Making-a-complaint.pdf>

Fees

The fees are paid termly and in advance. Fees for the current term can be found on our website.

<http://www.cavershamheightspreschool.org/wp-content/uploads/2019/05/Schedule-of-fees-Sep2018-2019.pdf>

Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Catherine Seward who is the committee chair or Bhamini Markella who is our Administrator.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

The method of payment for your child's pre-school place is as follows:

| If your child is | And... | Then your child's place is paid for by... | And you receive... |
|------------------------|---|--|---|
| Ineligible for funding | | Pre-school fees | A bill at the start of Autumn, Spring and Summer Terms |
| Eligible for funding | You do not use the Government funding at pre-school | Pre-school fees | |
| | You use the Government funding at pre-school | Government funding is for up to 15 hours a week for 38 weeks a year and starts in the term following a child's third birthday. Should your child attend for more than 15 hours you will be billed for additional hours. | Documentation at start of Autumn, Spring and Summer Terms |

Paying Fees if your child is not entitled to government funding

Fees are payable 3 times a year (January, April and September), in advance. Bills are sent out at the start of the term and include a date by which the bill must be paid. A fee of £25.00 will be charged for late payment of fees. To pay your bill please use one of the following methods of payment:

1. Bank transfer

Caversham Heights Preschool

Sort code 20-71-03

Account no. 50722294

Payment reference "fees: your child's name"

2. Childcare vouchers

Please make payment to

Caversham Heights Pre-School

Payment reference "fees: your child's name"

3. Cheque

Payable to

CAVERSHAM HEIGHTS PRE-SCHOOL

in a sealed envelope with "fees: your child's name" on reverse of cheque

Place the cheque in the purple box by the register.

If parents pay a cheque to the pre-school and the cheque is refused by the bank, then any charges incurred will be passed onto the parent.

If your child is entitled to government funding

Government funding can be used to pay for the cost of a child's sessions once the child becomes eligible (the term following their third birthday).

Early Years Childcare Vouchers

The pre-school is registered to accept the Early Years childcare vouchers from employers via a number of different childcare voucher providers. Every employer is able to provide childcare vouchers to employees as a benefit and they can be used to pay for approved childcare. The current childcare voucher allowance is £55 per week (£243 per month). This amount is tax and national insurance free and allows substantial savings to be made. The employer usually takes the value of your voucher off your gross salary before tax, via a salary sacrifice either monthly or by a lump sum (say for one term's fees) and the parent is issued with a voucher which can then be redeemed. As parents, you can pay as full or part payment for pre-school fees.

Cancelling Sessions

If you wish to cancel your child's place at pre-school, once you have signed and returned the acceptance form, the following period of notice comes into effect:

Caversham Heights Pre-School requires a terms' notice, or fees in lieu, if you want to cancel your child's place or a session. Please consider this very carefully when accepting a place at pre-school as cancelling your child's place has a significant impact on pre-school. The pre-school may have turned down

other parents to offer you a place and may not be able to find another child to fill the space without losing necessary income.

Funded children must be attending pre-school by the local authorities headcount day to be eligible for funding otherwise fees will be required to be paid at full government funding rates. Fees are not refundable for holidays, short illnesses or other occasional absences. Refunds for extended unavoidable absences are made at the discretion of the Committee.

Financial Help

Staged payments are available by arrangement.

Fee Review

Our policy is to review fees annually in the Spring Term with any increase coming into effect in the Summer Term, to take into account any increase in funding from the Local Authority.

However, additional reviews may be held at any time during the year provided that in this case parents are given a term's notice of any increase.

Optional Donation to Pre-School

In the past, parental administration fees helped the pre-school with running costs, however new government legislation now prevents this. So from September 2017, the pre-school kindly requests that parents consider giving an optional £10 donation per half term to help the pre-school cover running costs including resources and activities for the children. This could be paid in one payment of £60 or spread across the terms as the parent chooses.

Caversham Heights Pre-school – Guidelines for Parent Helpers

Please arrive at 9am (ring the doorbell a member of staff will let you in). Please sign in the parent helper note book.

The following tasks are kindly undertaken by parents so that the staff are not taken away from the children.

Before the session starts:

- Place bowl (found under the sink) of warm water ONLY on window sill by the library. On the two chairs between the cupboards place paper towels on one and a towel on the other.
- Place two hand wash dispensers and paper hand towels alongside sinks in the ladies toilets.

After the first 10 mins:

The entrance door will be closed and the children will be free to move into the main hall.

- Move the snack trays from the main hall into the kitchen.
- If a lunch day, wheel the lunch bag trolley into the back room.
- Join in activities with the children.

Refreshment preparation:

Please use the hand wash before preparation.

- Start preparing drinks for snack time at about 9.45.
- Find out how many children in each group (see registration board by piano).
- Place cups on the coloured trays.
- ½ Fill two jugs with milk and one jug with water. Leave a milk bottle on side in case more milk is required.
- Place a mug of squash (found under the sink) on each tray for the staff.
- Place the prepared trays on a table next to Piano.
- If needed, help clear the snack table and wipe with antiseptic wipes.

Refreshment time: 10.00-10.45

When children have finished their snack, parents clean up refreshments.

- Wash and dry up cups place back in box.
- Use tea towels in pre-school draw and leave them and cloths on the draining board (these are removed and washed after each session).

Activities & Tidy up time: between after snack time and 11.45

- Play with children (You could ask some the children questions when you playing with them).
- Wash paint pot lids and paint brushes and put away.
- Tidy up back room for lunch

Safety/child Protection

- Staff only to help children in the cloakroom and toilet areas, any child requiring their coat or help in the toilets must be referred to a member of staff.
- No children/siblings are allowed in the kitchen.
- Mobile phones and cameras should only be used away from the children, off site or in the kitchen. The pre-school telephone number can be used for emergencies.
- No smoking is permitted at pre-school.
- Hot drinks must only be consumed in the kitchen area.
- The door to the entrance hall should be kept shut.
- Siblings are not to be left unattended.
- Please read the fire drill notice (on the wall in the main hall).
- Parents should not lift any heavy boxes or equipment especially if pregnant.
- Visitors remain responsible for their own property and will bear the responsibility of any losses.

- If you have any concerns over a child's health while at pre-school, please tell the staff immediately.

Sharing your talents and ideas

We welcome your talents and ideas! For example, if you play a musical instrument or have an idea for an activity, please discuss it with the Supervisor.

Please ask the staff for help

If at any time you are unsure or are worried about anything please talk to one of the staff.

When you must ask for help

Please always ask a member of staff for:

- First Aid
- Help with children's coats
- Staff only are to help children in the cloakroom and toilet.

For the children's safety, it is the law that only staff members may assist children using the lavatory.

Enjoy your morning with us and thank you

We hope you enjoy your morning and find out more about your child's activities and their progress at pre-school. Please do not hesitate to ask Kath or any of the other staff any questions you may have.

The help you give with the preparation of refreshments and tidying up equipment in the main hall is appreciated by the staff and children as it allows the staff to be involved directly with the children throughout the session.

Parent Help Quick Guide

| | |
|---------------------|---|
| 9.00 | Arrive and sign in |
| 9.00- 9.15 | Set up toilets (kitchen roll and soaps) Sort name tags Prepare hand washing bowl |
| 9.15- 9.45 | Reading, playing with children in the back room Place snack trays in the kitchen Place lunch bag trolley in side room |
| 9.45-10.45 | Get snack time ready (cups, milk, water) and help at the snack table |
| 10.45- 11.10 | Clear up snack area, wash and dry up |
| 11.15-11.45 | Wash and dry painting equipment and tidy up the back room |
| 11.45 | Home time, thank you for your help! |

CAVERSHAM HEIGHTS PRE-SCHOOL

Home Accident / Incident Report Form

To be completed by parent /guardian when arriving at pre-school.

Please use this form to report any bruises or injuries your child has received since they last attended a pre-school session. It is particularly important to report any bumps to the head.

| | | | |
|--|-----------|-------------------------------------|--|
| Name of child | | | |
| Date reported to pre-school | | Time | |
| Nature of injury | | | |
| Cause of accident | | | |
| Action taken by parent | | | |
| Was the child see by a doctor | YES NO | If yes, Doctors name And address | |
| Signature of parent/guardian reporting accident/incident | | | |
| Signature of staff member accident/incident reported to | | | |

